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A SURVEY OF MATERIALS AVAILABLE FOR THE DEVELOPMENT
OF A HANDBOOK FOR SCHOOL CUSTODIANS

being

A Master's Report Presented to the Graduate Faculty
of the Fort Hays Kansas State College in
Partial Fulfillment of the Requirements for
the Degree of Master of Science

by

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Manhattan Bible College

Date 7/25/63

Approved
Major Professor

Approved
Chairman, Graduate Council

The purpose of this report was to survey the literature available for the school custodian. In beginning the survey a request was mailed to the State Department of Public Instruction in each of the fifty states. The response indicated that a relatively small number of handbooks are made available to custodians by State Departments of Education. Of the forty-one replies received, only eighteen handbooks were received; five handbooks for custodians, and six handbooks on the operation and maintenance of the school plant. Seven replies were received from State Departments of Public Instruction which included materials for custodians such as leaflets, pamphlets, and folders of materials.

The correspondence from State Departments of Education tended to indicate that some larger school districts have developed handbooks to assist custodians in their work.

The literature available for use in this study was divided into four general types: (1) Handbooks, (2) Books other than handbooks, (3) Periodicals, and (4) Other materials. Each of these materials are reviewed with respect to the general contents and some attention was given to the method of reporting the information. Other than the handbooks received for the study, only a limited number of books was found
which pertained to the school custodian's task. Some periodicals publish articles for custodians more frequently than others. It was found that The Nation's Schools, the American School Board Journal, School Management, and the Educational Executive's Overview published articles in the area more frequently than other educational periodicals. In addition to those listed, a "Custodian's Letter" is published every month, September through June, by Croft Educational Services. Other materials have been published by various institutions and agencies which aid the custodian. Bulletins have been issued from time to time by State Departments of Education, Custodial Training Schools have printed materials to distribute to participants in workshops, and other agencies and businesses have provided materials to explain the use of certain products in performing custodial duties. Materials of the type listed were available for the study and a few of those were reviewed as examples of what might be obtained.

Attention was given to the materials available for the study as they might aid in developing a handbook for school custodians. The discussion of this area was divided into three parts: (1) Developing a custodial staff, (2) Defining custodial duties and developing work schedules, and (3) Supplying and equipping the custodial program.

With regard to developing a custodial staff, the materials were discussed as they contributed to the following topics: (1) Importance of school custodians, (2) Qualifications of the school custodian, (3) Factors influencing custodial requirements, (4) Responsibilities of the School custodian, (5) Recruitment of candidates for the job, (6) Training
the custodial staff, and (7) Evaluation of custodial services.

Topics discussed with regard to the literature available on defining custodial duties and developing work schedules included: (1) Custodial duties, (2) Work-load formulas, (3) Work Schedules, and (4) Records and reports.

Concerning the supplying and equipping of the custodial program, materials were discussed under the topics: (1) Supplies and equipment needed, (2) Facilities for the custodian himself, (3) Purchasing policies, and (4) Distribution of supplies.
ACKNOWLEDGMENT

I would like to take this means to express my appreciation to those who gave assistance in writing this report. To my major adviser, Dr. LaVier Staven, Fort Hays Kansas State College, I owe a special debt of gratitude for taking valuable time to read and make suggestions for improving the report. Appreciation is also expressed to Dr. Gordon Price and Dr. Raymond Youmans for reading portions of the reporting and offering constructive criticisms. To others, who served on my committee, gratitude is sincerely given.
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CHAPTER I

INTRODUCTION

It has been estimated that the value of all public elementary and secondary school property in this country was between $28 and $30 billions in 1958-59.\(^1\) Such an investment in property should serve to point out the importance of operating and maintaining school buildings in the most efficient manner possible. The custodian, as the person who operates and maintains the school plant, is an important member of the school staff.

Despite evidence pointing to his important role, it appears that in many cases only a limited amount of literature is made available to assist the custodian in performing his job in an efficient manner. The survey of literature made in this study has provided material indicating the need for a handbook for school custodians. The following statement, from the American School Board Journal, indicates this need.

Definite improvement in the custodian's work and in his occupational relations is possible and has been observed where the custodian has the use of a manual of instructions, including a statement of responsibilities, in order that he may know at all times what must be done to keep the physical plant spotless in appearance and to maintain good public relations.\(^2\)

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Purpose of the study. It is the purpose of this study to give attention to the literature that deals with the job of the school custodian. An added purpose of the study is to organize the material in such a way that it would be possible for interested persons to use it in the development of a handbook for school custodians.

Significance of the study. Good's definition of a handbook for custodians implies that such handbooks are "commonly published by state departments of education and by larger school districts." In the preliminary research leading to this study, representatives of the State Department of Public Instruction in each of the fifty states were contacted to obtain a handbook for school custodians. The data with regard to the total response are presented in Table I. It is interesting to note that while forty-one replies were received, materials were received with only eighteen replies. Twenty-three replies were received from correspondents of State Departments of Education who sent no materials on school custodians.

TABLE I

REPLIES TO A REQUEST ADDRESSED TO STATE DEPARTMENTS OF PUBLIC INSTRUCTION FOR A HANDBOOK FOR SCHOOL CUSTODIANS

<table>
<thead>
<tr>
<th>Number of State Departments Contacted</th>
<th>Total Number of Replies Received</th>
<th>Number of Replies Accompanied by Materials</th>
<th>Number of Replies Not Accompanied by Materials</th>
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<td>50</td>
<td>41</td>
<td>18</td>
<td>23</td>
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Replies accompanied by materials represented forty-four per cent of the total number of replies. These figures serve to indicate that perhaps handbooks for school custodians are not "commonly published by state departments of education" as implied by Good.\[^4\]

Even more conclusive are the figures in Table II. The eighteen acknowledgments to the request for a handbook for school custodians accompanied by materials are broken down into the numbers and types of materials received. Five handbooks for school custodians were received. Six handbooks were received which treat the more general topic operation and maintenance of the school plant. Materials other than handbooks were sent by seven correspondents. These included bulletins, pamphlets, and folders of materials.

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<td>NUMBERS AND TYPES OF MATERIALS RECEIVED FROM REPRESENTATIVES OF STATE DEPARTMENTS OF PUBLIC INSTRUCTION IN RESPONSE TO A REQUEST FOR A HANDBOOK FOR SCHOOL CUSTODIANS</td>
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<tr>
<td>Number of Replies Accompanied by Materials</td>
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According to this tabulation approximately twelve per cent of the State Departments of Education in the United States have developed a

\[^4\]Tbid.
handbook for school custodians. Including the six handbooks dealing with the operation and maintenance of the school plant, approximately twenty-seven per cent of the State Departments of Education have developed handbooks to aid custodians.

Good also implied that handbooks for school custodians were commonly published "by larger school districts." Communications from the state departments tended to support this thesis. For example, the Washington State Department of Public Instruction suggested writing to the School Administration offices in Seattle, Spokane, and Tacoma for handbooks developed by those systems. Some individual schools have developed handbooks for their custodians, but it was not determined how widespread the practice was and how effective the work that has been developed.

Many schools who might desire information for their custodians may not have the time or money to do research in this field. This paper endeavored to meet this need by creating a source from which a handbook for school custodians may be developed.

Limitations of the study. This report is limited in the following ways:

1. The study had been limited to include only those materials which pertain to the operation and maintenance of the school plant and have been published in the last fifteen years. New products, methods,

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5Ibid.
and procedures in the field of custodial service have caused many earlier articles to be out of date.

2. The study was limited to two major sources of information. The chief source of information has been the Forsyth Library, Fort Hays Kansas State College, Hays, Kansas. The second major source is the publications received from the State Departments of Education of the several states. While other sources of information are recognized, a comparison of materials examined resulted in the conclusion that information available from these two sources could be considered to be representative.

Explanation of the terms. The terms used most frequently throughout this paper are defined as follows:

The term "custodian" refers to the caretaker of a school building, or the person in charge of all school housekeeping duties. The term "janitor" is used synonymously with custodian.

The term "operation" is used in reference to the "keeping of the physical plant of a school in a condition for use, involving work such as cleaning, heating, ventilating and lighting." The term "maintenance" is used in reference to the continuous processes of restoration of any piece of property, whether grounds, buildings, or equipment, as nearly as possible

6Ibid., p. 153.
7Ibid., p. 376.
to the original condition of completeness or efficiency, either through repairs, or by replacement with property of equal value and efficiency.\textsuperscript{8}

A handbook for school custodians as referred to in this report is "a manual of instructions for school-building janitors containing information pertaining to their work and instructions as to the manner in which their duties are to be performed."\textsuperscript{9}

\textsuperscript{8}Ibid., p. 328.

\textsuperscript{9}Ibid., p. 261-262.
CHAPTER II

A GENERAL REVIEW OF THE LITERATURE AVAILABLE

A variety of literature is available for use by the school custodian. Such materials are of four general types: (1) Handbooks, (2) Books other than handbooks, (3) Periodicals, and (4) Other materials. Each of the four types used in this study will be reviewed in a general way.

1. Handbooks.

There are some handbooks now available which have as their purpose providing information and giving assistance to custodians, and are also of interest to school administrators, school board members, and others concerned with maintaining and operating school plants.

As noted earlier the State Department of Public Instruction in each of the fifty states was contacted to secure a handbook for school custodians. Five replies were received from representatives of state departments which had developed such handbooks.

The State of Iowa has published an illustrated handbook for school administrators and custodians.\(^1\) This work was co-sponsored by the State Department of Public Instruction and the Iowa Association of

\(^1\)A. B. Grimes, Mr. Custodian (Des Moines, Iowa: The State of Iowa, 1960), 47pp.
Custodians and Assistants. The handbook discussed the policies, qualifications, responsibilities, relationships, facilities, schedules, and duties of school custodians.

A highly illustrative handbook dealing with the job of the school custodian has been published for New Mexico Public Schools. This publication was a "How to" booklet, which treated such matters as "How to clean a typical classroom that has moveable chairs," "How to clean an office," "How to mop sweep a corridor," and "How to wax a floor." Appropriate illustrations accompanied each area. Thirteen chapters of this manual explained "How to" do a certain phase of the custodian's job.

The Granite School District of Utah has compiled a Custodian's Handbook which has been mimeographed and bound for distribution. The handbook consisted of a variety of articles on many phases of the custodian's job, and is organized with a table of contents, although the pages have not been numbered consecutively.

Another mimeographed handbook was one printed by the State Department of Public Instruction of Delaware. This handbook was

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2. Lloyd Cockerell and Devoy A. Ryan, Handbook for Custodians in New Mexico Public Schools (Albuquerque, New Mexico: New Mexico Cooperative Research and Study Council and the University of New Mexico, 1959), 31 pp.

3. "Custodian's Handbook" (Salt Lake City, Utah: Granite School District), (Mimeographed.)

4. R. L. Herbst, "Handbook for School Administrators and School Custodians" (Dover, Delaware: Department of Public Instruction, 1963), (Mimeographed).
similar in content to the manual published by the Iowa State Department, but does not give as many details on the duties of the custodian. In addition, Delaware's publication includes information about the Custodial Training Program of that state.

South Carolina has printed a Custodian's Handbook. This was a small fourteen page booklet with actual pictures as illustrations. The pictures accompanied descriptions of custodial duties in the care of floors, rest rooms and lighting facilities.

Six State Departments of Public Instruction sent handbooks on request dealing with the more general area of operation and maintenance.

The State Education Department of New York has published a series of School Business Management Handbooks. Number seven in this series was entitled Operation and Maintenance. Included in this handbook were chapters on The Custodian, The Custodian and Public Relations, Custodial Training Programs, and Manpower Requirements and the Custodial Schedule. Several chapters provided aids to administrators in administering the operation and maintenance of the school plant.

A mimeographed handbook was made available to custodians for improving school plant services in Kentucky schools. The publication

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7"School Plant Operation for Kentucky Schools" (Frankfort, Kentucky: State Department of Education, 1957-58), (Mimeographed.)
is divided into two sections. Part I discussed administrative concepts and attempts to define those concepts in terms of organization, operation, administration, and supervision of the custodial service program. Part II discussed procedures, methods and techniques of custodial operations. Each part was divided into topics and the topics were numbered consecutively rather than page number sequences.

The Virginia State Department of Education has mimeographed a publication entitled "Handbook: School Building Maintenance and Operation." It contained few illustrations which pertained mainly to the heating and ventilating systems of school plants. While it gave special emphasis to this phase of the maintenance and operation of the plant, the handbook also dealt with the responsibilities of the custodian, his work schedules, supplies and some of his duties.

The publication for custodians of the Georgia State Department of Education was "Building Care: A Manual for Custodial and Maintenance Personnel." The purpose of this handbook was to outline and discuss maintenance and custodial procedures as recommended by the Office of School Plant Services of the Georgia Department of Education. One chapter of this manual explained the purpose and function of the Office of School Plant Services of the Georgia state department. One other

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8"Handbook: School Building Maintenance and Operation" (Richmond, Virginia: State Department of Education, 1951), 79 pp., (Mimeographed.)

chapter dealt with the Custodial Program. The rest of the publication discussed the Maintenance Program and Heating Equipment.

In Oregon, committees composed of operating custodians were appointed to study and agree upon methods for custodial maintenance of school plants. These reports were then compiled into the booklet "Custodial Methods Reports for Custodial Maintenance in Oregon Schools." This handbook is difficult to use as source material because there is no table of contents and the pages are not numbered consecutively.

Ohio has made a series of School Economy Studies, one of which was published in a booklet entitled Operation and Maintenance. This handbook is actually Chapter V of the School Economy Studies, but was published under separate cover. The study Operation and Maintenance discussed the topics Heating and Ventilating, Thermal Insulation, Plumbing, Illumination, Custodial Services, and Maintenance.

Alanson Brainard has written a handbook and, while it was not published by a State Department of Education, the book is an excellent source which could be useful to the school custodian. Monroe cited

10 "Custodial Methods Reports for Custodial Maintenance in Oregon Schools" (Salem, Oregon: State Department of Education, 1962), (Mimeographed.)


this source as giving "comprehensive treatment"\textsuperscript{13} in the field for custodians.

Books other than handbooks. There are a limited number of books available which illuminate the school custodian's task. No book, other than the handbooks, specifically treated the area of the school custodian.

The American School and University, which was published annually, devoted a section to school plant maintenance and operation. The book's major purpose, however, is to provide ideas, techniques, and products for school and college administrators who seek help in administering the school plant and purchasing supplies.\textsuperscript{14}

The twenty-seventh yearbook of the American Association of School Administrators, American School Buildings, included a chapter of Plant Preservation for Plant Utility.\textsuperscript{15} This chapter discussed the importance of good maintenance policy to plant utility and the relation of operation policy to maintenance policy. The latter topic explained the school custodian's role in the daily operation of the school plant and its


contribution to maintaining the value of the investment of the school plant.

The late William A. Yeager discussed the school custodian in his book *The Administration of the Noninstructional Personnel and Services*. He set forth the common essentials in the administrative responsibilities such as preparation, recruitment, selection and appointment, orientation, and probation. In addition, Yeager commented on the working conditions, ethics, and personnel records pertaining to the noninstructional staff. The section of the book which would be of particular interest to those persons concerned with the school custodian would be the unit School Plant and Facilities.

Most books written on the subject of school administration include a section on the school custodian. A leading authority in this field is Henry H. Linn. He has co-authored the manual *School Custodian's Housekeeping Handbook*, and combined with others to develop Checklist Forms for Rating School Custodial Services. Linn's book *School Business Administration* included material on the custodian.

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17 Ibid., pp. 189-248.


Another book on school administration with considerable material on the subject of the school custodian was that by Grieder, Pierce, and Rosenstengel. A section on Plant Operation and Custodial Personnel was included in their work.

Finchum was the author of two books on the subject of school plant management. The first of these was published in 1960 by the U.S. Department of Health, Education and Welfare. In this publication the author discussed the importance of maintenance in schools, developing a maintenance program, programming maintenance needs, financing the maintenance program, and reducing maintenance costs. The second book of this series, Administering the Custodial Program, was published in 1961. This publication referred to the purposes and importance of custodial services and discussed methods of determining custodial personnel requirements, formulating custodial personnel policies, defining custodial duties and establishing work schedules, organizing and conducting custodial training programs, and procuring, storing, and distributing supplies and equipment.

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Periodicals. The third major area of publications pertaining to the job of the school custodian is the periodical literature. The publications listed in this section publish articles in this area more frequently than do other educational periodicals.

The *Nations Schools*, currently edited by Aaron Cohodes, is one monthly publication in the area of school administration which included many articles on school custodians. This publication is published monthly by the F. W. Dodge Corporation, 1050 Merchandise Mart, Chicago 54, Illinois.

William C. Bruce edits the *American School Board Journal* which also includes frequent articles pertaining to the operation and maintenance of the school plant. The Bruce Publishing Company, 400 North Broadway, Milwaukee 1, Wisconsin, publishes this monthly magazine as a guide to school board members, superintendents, business managers, and architects.

A third monthly publication which includes articles pertaining to custodians is *School Management*. This magazine is concerned specifically with school management difficulties, and is a publication of School Management Magazines, Inc., 22 West Putnam Avenue, Greenwich, Connecticut. Paul Abramson is editor.

Another monthly magazine is the *Educational Executive's Overview*, published by the Buttenheim Publishing Corporation, 470 Park Avenue South, New York 16, New York. The current editor is Theodore O. Cron. This publication formerly was known as the *School Executive*, and
worthwhile articles are to be found in issues of the former periodical as well as the more recent *Overview*.

The Croft Educational Services, a division of Vision, Incorporated, 100 Garfield Avenue, New London, Connecticut, publishes a four-paged "Custodian's Letter" every month September through June. This small "letter" includes timely articles on the various phases of the custodian's task.

The fact that other periodicals are not reviewed in this paper does not imply that articles for school custodians are not published in other periodicals. As stated previously, it suggests only that the periodicals included in the report have more articles printed to aid the custodian.

Other materials. There is actually no limit to the types of material which have been made available to school custodians to assist them in the operation and maintenance of the school plant. State Departments of Public Instruction issue bulletins from time to time which deal with this area. Most states now have Custodial Workshops for training school custodians. These are often sponsored by the State Department, but in some circumstances are conducted by other institutions or agencies in the state as a service project. Materials are made available through these workshops which assist the custodian in knowing his job more thoroughly. Many agencies and businesses with products to sell issue material explaining how to use their products in performing various custodial tasks. The good custodian will avail
himself of as much of this material as possible and use it wisely in
the performance of his duties. Only a few of the available materials
are explained below, but they are exemplary of what might be obtained.

A "Self-Rating Scale for Custodians" has been issued by the
State Superintendent of Public Instruction in Kansas for the purpose of
encouraging custodians to improve their services. The scale is designed
for custodians to rate themselves "above average," "average," or "below
average" in items of personal improvement, care of school property,
housekeeping, co-operation, and saving of materials and supplies.23

A training program for custodians is discussed by N. E. Viles in
a bulletin published by the U. S. Office of Education.24 The author
presented an outline of what he said such a training program might
include. No doubt this publication has been a guide to many schools in
setting up a program for training school custodians to improve services
to schools.

Many bulletins and leaflets issued to schools have been made
available by the State Departments of Public Instruction. Upon request
the Alaska Department of Education sent mimeographed leaflets pertaining
to such topics as Care of Boilers, Treatment of Gym Floors, Floor Matting,
Care of Toilets, etc. The Florida State Department of Education provided

23 State Superintendent of Public Instruction, "Self-Rating Scale
for Custodians" (Topeka, Kansas: State Department of Public Instruction.)

24 N. E. Viles, Improving School Custodial Service (Washington
similar materials on Toilet Room Care for Schools, Sweeping Floors, and Care and Treatment of Dust Mops.

Guy O. Tollerud, director of the School Buildings Section for the State Department of Education in Minnesota has written several bulletins on school plant maintenance and issued them to schools periodically.

The State Department of Education in Hawaii issued a folder of materials on "Rules and Regulations Governing the Duties and Responsibilities of Principals and Custodians in Reference to Custodial Services," The Oregon State Department of Public Instruction also issued materials of a like nature.

Correspondence to the Oklahoma State Department of Education was answered with a folder of materials pertaining to the Custodian's Workshop held annually in Oklahoma City. The folder included three handbooks entitled School Custodianship Training Guide. Topics included School Housekeeping, Unit II; Preventive Maintenance of the School Plant, Unit III; and Heating and Air Conditioning, Unit IV.

This chapter has discussed the materials available for the study in a general way. After comparing the literature, the materials have been considered to be representative on the subject of the school custodian.

25 "Custodian's Workshop" (Oklahoma City, Oklahoma: Oklahoma State University, 1962), (Folder of mimeographed materials.)
CHAPTER III

MATERIAL AVAILABLE FOR INCLUSION IN
A HANDBOOK FOR SCHOOL CUSTODIANS

The purpose of this chapter is to outline and discuss the material which might be included in a handbook for custodians. The three major areas of concern will be (1) Developing a custodial staff, (2) Defining custodial duties and developing work schedules, and (3) Supplying and equipping the custodial program.

I. DEVELOPING A CUSTODIAL STAFF

Importance of school custodians. Finchum\(^1\) reasoned that the statistics involved are sufficient to consider the job of the custodian important. Numbers of pupils, teachers, classrooms, and dollars involved require adequate and well trained custodial services. The Operation and Maintenance manual of New York indicated that the custodian is an important individual in the teaching process.\(^2\) This view is supported by teachers such as Dorothy Stafford, who wrote:

I wonder how many custodians realize what valuable people they can be in a school system. Friendliness, tolerance, and a


helpful in-favor-of spirit can make almost any teacher sing the praises of the man with a broom. 3

Factors influencing custodial requirements. There are many factors involved in determining custodial requirements for schools. Finchum discussed the factors related to the site, the building, school equipment and climate conditions surrounding the school. 4 Manpower requirements have been determined by using measures such as number of rooms, amount of square feet of space, number of teachers, or number of pupils. The Operation and Maintenance manual discussed measures that could be used. 5 Fernalld 6 gives a break down in time elements for determining the number of custodians needed by a school.

Qualifications of the school custodian. Most qualifications listed for school custodians were general in nature. Jackson suggested that applicants for the custodianship should have "(1) good moral character, (2) ability to deal amicably with children, teachers, administrators, school board members, and the public, (3) a satisfactory health certificate, (4) pride in neatness, orderliness, and systematic work, and (5) an education commensurate to the responsibilities and


4Finchum, op. cit., pp. 8-10.


duties of the position desired." Grimes listed ten qualifications as follows: (1) Be physically able to do his work, (2) Be of good character, (3) Be of good health, (4) Be mentally alert, (5) Be neat and clean in appearance, (6) Be dependable, (7) Be able to get along with children and adults, (8) Be willing to grow in his job, (9) Be immune to gossip, and (10) Be orderly. Delaware's handbook discussed mental and emotional qualifications of the custodian. Fourteen "General Characteristics of a Desirable Custodian" were listed in the South Carolina handbook for custodians. Brainard discussed twelve qualifications in detail.

Usually qualifications applied to male applicants only. Muller discussed reasons why he would advocate "Employing Women for Custodial Work."

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A comparison of a "good" and a "bad" custodian was made by Hutton in the article, "Two Custodians--A Contrast."

The comparisons were made in regard to the areas of qualities Hutton said were needed by custodians.

**Responsibilities of the school custodian.** The responsibilities of the school custodian were of great importance. Brainard listed the following reasons for the custodian having a most important position:

1. It is your responsibility to care for the community's expensive plant and equipment.
2. You must put to good use the supplies available and economize wherever possible.
3. You are the housekeeper of the building.
4. You are responsible for conditions that effect the safety and health of pupils and teachers of your school.
5. You often are a guide to boys and girls.
6. You plan an important part in interpreting the school to the community.

Two articles on the custodian's responsibilities were found in *The American School and University*. Mehl's article was entitled, "The Custodian's Responsibilities," and Estes was the author of "The Custodian and His Responsibilities." Grimes pointed out that the custodian

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"must be a jack-of-all-trades, ready for minor emergencies."

Recruitment of candidates for the job. Developing an adequate and efficient custodial staff will depend to a large degree on the quality of personnel recruited to perform the services required. Yeager discussed the importance of establishing sources of supply and wise selective procedures. An article in the Catholic School Journal pointed out three steps which the author said were essential in locating suitable personnel to fill a position such as the school custodianship. These steps were "(1) determining what the job entails, (2) determining what kind of person is required to do the job, and (3) determining who is available with the required abilities to fill the job." Fannin proposed that recruiting will be more successful if inducements could be offered to applicants. Some of the inducements he suggested were tenure, pay and promotion, fringe benefits such as pension plans, accident and sickness insurance and vacation; clearly stating lines of authority and status positions.

A study reviewed by the Nation's Schools showed that the oral

17A. B. Grimes, Mr. Custodian, op. cit., p. 9.


interview was the method most often emphasized in recruiting and hiring applicants. This study also indicated that written contracts for custodial employees were still an exception in most schools. Cozard reviewed what he said were the important points in "Custodial Staff Selection."

Training the custodial staff. At least four types of training were said to be found throughout our school systems. These were (1) Specific training courses under nearby institutional auspices, (2) Individual apprentice training conducted under rigid standards and closely supervised, (3) Mass training, usually of short duration and often under emergency situations, and (4) closely supervised on-the-job training under the direction of an experienced supervisor or qualified employee.

In 1949 Viles wrote a bulletin on the subject Improving School Custodial Service. In this publication he gave attention to the need for adequate training programs for school custodians. This publication


22 Ibid., p. 95.


24 Yeager, op. cit., p. 58.

appears to be an excellent guide for use in the development of training policies and programs. Finchum devoted a chapter on "Organizing and Conducting Custodial Training Programs." He discussed types of programs that might be conducted by such agencies as (1) The local school district, (2) The State Department of Education, (3) The college, university and technical school, and (4) Cooperative programs.

Training programs of various types are discussed in the American School and University. Among the articles were (1) "A Five Point Training Program," (2) a "Training School for Custodial Service Employees," (3) "Training and Supervision of Custodians in Racine, Wisconsin," (4) "Training and Supervision of Custodians," and


Considerable attention was given in the literature to in-service training programs for custodians. Bliss presented an outlined program for inaugurating an in-service training program from the preliminary exploration done by the superintendent to the final presentation of plans to the school board. Sessions also gave attention to this type of program.


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Colmey stated that the "Backbone of any training program is the annual training school, for here the common ground is laid." It appeared from the survey that many State Departments of Public Instruction or other agencies of the states now have training programs for the custodians of the public schools. Often these programs have been sponsored by the State Department of Education, but this has not been found to be true in every state. Many times an institution or agency would sponsor Custodial Workshops throughout the state. Such a program would usually be in cooperation with the State Department of Public Instruction. For example, Oklahoma had an annual Custodian's Workshop sponsored by the Division of Continuing Education of Oklahoma State University. The workshop was held in cooperation with the Oklahoma State Department of Education, the Oklahoma Association of School Administrators, the Oklahoma Association of School Business Officials, and the Oklahoma State School Boards Association.

An annual training program for custodians in Kansas was sponsored by the Kansas State Teachers College of Emporia, Kansas, in cooperation with the Kansas State Board for Vocational Education at Topeka, Kansas. Eight workshops were held in schools throughout the state.

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35 Ibid.
36 Colmey, op. cit., p. 275.
37 "Custodian's Workshop" (Oklahoma City, Oklahoma: Oklahoma State University, 1962), (Folder of mimeographed materials.)
state with courses included such as (1) First Aid, (2) Shrubs and Lawns, (3) Housekeeping One and Two, (4) Heating and Ventilating, (5) Electrical Maintenance, and (6) Furniture Refinishing.38

The two programs mentioned served to indicate that cooperation was an important part of the training for school custodians. Persons who desired information concerning Custodial Workshops in a particular state could write to the State Department of Public Instruction. In most cases the department would supply information about the workshops whether they were the sponsoring agency or not.

Evaluation of custodial services. Fannin39 described three basic kinds of evaluation for school custodians: (1) self-evaluation, (2) evaluation by peers, and (3) evaluation by superiors. He said that the most effective and fairest way of securing a good job performance evaluation involved a combination of these three types.

For self-evaluation there were several types of rating scales available. Brainard included a "Self-Rating Scale for School Custodians" in his handbook. The scale was developed by Wayne E. Mase, Kansas State Teachers College, Emporia, Kansas.40 This check list required the custodian to rate himself "Superior," "Very Good," "Average," "Fair,"

38"Custodial Trades Newsletter," (Emporia, Kansas: Kansas State Teachers College of Emporia, 1963), (Mimeographed.)


40Brainard, op. cit., p. 18.
or "Poor," on one hundred seventy-three items.\(^1\)

A less length rating scale was issued by the State Superinten-
dent of Public Instruction at Topeka, Kansas. It was entitled the
"Self-Rating Scale for Custodians." This scale had three ratings,
"Above average," "Average," and "Below average" on seventy items.\(^2\)

Evaluations of a custodian's work by others included peer eval-
uation and administrative evaluation. Peer evaluation was used most
often in larger systems and had worked effectively in some situations.\(^3\)
Yeager made the observation that "few school administrators have devel-
oped specific criteria or standards that may be used to evaluate adequa-
tely the performance of operation and maintenance personnel."\(^4\) Some
scales have been developed for use in this type evaluation, however.
Moldenhauer had developed a "Check List for Custodial Services," which
involved the administrator in asking questions designed to evaluate the
total custodial program.\(^5\) An "Objective Evaluation of Custodial Ser-
VICES" was included in the handbook "School Plant Operation for Kentucky

\(^1\)Ibid., pp. 19-24.

\(^2\)"Self-Rating Scale for Custodians," (Topeka, Kansas: State
Department of Education), (Mimeographed.)

\(^3\)Fannin, op. cit., p. 40.

\(^4\)William A. Yeager, Administration of the Noninstructional

\(^5\)E. H. Moldenhauer, "Check List for Custodial Services," The
Nation's Schools 57:102, February, 1956.
This rating scale was scored by a supervisor for the principal. The areas rated were given a weighted point score with the total possible score a rating of one hundred.

Another "Check List for Rating of a Custodial Program" was a part of the manual issued by the State Department of Education in Georgia. This scale allowed four points for each item rated as "Superior," two points for each item rated "Average," and subtracted three points for each item rated "Inferior." Superior and Average scores were added and the Inferior score was subtracted from their sum. This method was used to get the final score for rating purposes.

Rating scales were used as guides for promotion, improvement in service, salary increases, and demotion or dismissal. "Improvement in service through a cooperative relationship should include use of a reliable check list in which the employee has an opportunity to participate directly."

II. DEFINING CUSTODIAL DUTIES AND DEVELOPING WORK SCHEDULES

Custodial Duties. If a list of all the duties of the school


48Ibid.

49Yeager, op. cit., p. 234.
custodian was made, it would include well over two hundred items. The Ohio School Economics Study on operation and maintenance classifies the duties of the custodian as (1) Unscheduled Duties, (2) Daily Duties, (3) Weekly Duties, (4) Monthly Duties, and (5) Vacation Duties.

Finchum listed eight broad categories which he said covered most custodial duties. Those listed were: (1) housekeeping, (2) mechanical and engineering, (3) minor maintenance and repair, (4) grounds, (5) pest control, (6) fire prevention and school safety, (7) police and supervisory, and (8) records and reports.

It was not the purpose of the present study to detail each of the custodial duties. The handbooks reviewed in Chapter II described many of the duties in detail. Brainard's Handbook for School Custodians used 186 pages of the 269 total to describe custodial duties in detail. Similar figures could have been cited for other handbooks.

Work-load formulas. The basic purpose of work-load formulas was to equalize the amount of work and time consumed by custodial employees. Michelson listed four advantages of established work-load
policies:

1. Elimination of complaints and misunderstandings among the men over duties and work loads.
2. Improvement in standards of cleaning.
3. Elimination of deluxe and unnecessary services such as cleaning and polishing toilet rooms every hour of the day.
4. A sound basis for determining the number of men that are required to clean and operate a building.  

Work-load formulas have been developed in a variety of ways. Finchum discussed various types of formulas, classifying them according to their basic concepts relating to manpower requirements.

These concepts are time units, room equivalents, overall duties, job frequency and worker skill, time study techniques and measured work techniques.  

The handbook for Kentucky schools devoted a Topic to work-loads. Included in the topic were: (1) a chart which may be used in estimating the daily and weekly work load of a school plant, (2) Time standards for various custodial operations, (3) Suggested formulas that have been developed for estimating work loads, and (4) Sample forms and work schedules.

Fernalld emphasized the use of check lists in determining work-loads. In his article, "How Many Custodians Do You Need?" he

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55 Finchum, op. cit., p. 11.
included four check lists. Berry discussed a work-load formula developed by a section maintenance committee of the California Association of Public School Business Officials.\footnote{58}{Edwin G. Berry, "Custodial Work Load Formula," The Nation's Schools, 56:84-86, July, 1955.}

The School Management magazine, in an article on maintenance stressed that "work-loads must be based upon a realistic evaluation of the amount of time it takes an 'average' man to do a specific cleaning or maintenance job."\footnote{59}{How to Reduce Maintenance Costs," School Management, 2:31-34, February, 1958.}

The work-load formula provided in this article was based on the length of time it would take to do a job. To assist in using the formula a "Standard Job Time List" was included with the article.\footnote{60}{Ibid., p. 33.}

In using work-load formulas it was suggested that each local school system collect, analyze and evaluate its own data on custodial work-loads and then adapt the data to the system.\footnote{61}{Finchum, op. cit., p. 21.}

Work Schedules. The literature emphasized the importance of having a work schedule.

Every individual in every walk of life should develop for himself a work schedule. No matter what we have chosen for our life work, a work schedule will help us reach our goals more easily. This statement is as true for the custodian as...
it is for the teacher or principal in a school. As you get accustomed to using a work schedule, you would not be willing to be without one, since you will find the schedule very helpful in doing those daily tasks which are so necessary in keeping a school building clean and sanitary.  

Grimes suggested that in making a work schedule, the custodian first list all the duties that were performed, daily, weekly, monthly, or periodically. Secondly, the time requirements for tasks to be done should be listed. The best time of day for performing the duty should also be listed.  

From this list the work schedule could be prepared. The Virginia handbook suggested that "it is advisable that the principal and janitor get together and make up a schedule that will be suitable to his building." 

A list of thirty-nine routine jobs and time requirements was presented in New York's Operation and Maintenance manual. The Custodian's Handbook of the Granite School District listed fifty-seven duties which might be included in a work schedule.

Each of the manuals mentioned in this section included a work

62 Brainard, op. cit., p. 36.
64 "Handbook: School Building Maintenance and Operation" (Richmond, Virginia: State Department of Education, 1951), p. 3. (Mimeographed.)
66 "Custodian's Handbook" (Salt Lake City, Utah: Granite School District), Section 11, pp. 1, 2. (Mimeographed.)
schedule as a sample of what might be used. Brainard gave the following sample:

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00-7:30</td>
<td>Firing the boiler. (In cold weather boiler will have to be fired before 7 a.m.)</td>
</tr>
<tr>
<td>7:30-8:00</td>
<td>Unlocking doors, sweeping entrances, filling soap dispensers, towel holders and toilet paper holders.</td>
</tr>
<tr>
<td>8:00-8:30</td>
<td>Dusting rooms.</td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>Supervising corridors and running errands for teachers.</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Looking after the furnace room.</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Sweeping stairs and dusting corridors.</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Cleaning glass.</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Doing odd jobs.</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Firing boiler.</td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>Lunch.</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Supervising corridors.</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Firing boiler, etc.</td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Cleaning boy's toilets.</td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>Doing odd jobs.</td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>Firing boiler.</td>
</tr>
<tr>
<td>3:00-3:30</td>
<td>Cleaning vacant classrooms.</td>
</tr>
<tr>
<td>3:30-4:30</td>
<td>Cleaning classrooms.</td>
</tr>
<tr>
<td>4:30-5:00</td>
<td>Cleaning toilets, banking the fire, and locking up.</td>
</tr>
</tbody>
</table>

The Custodian's Handbook gave a sample work schedule for an elementary school and another for junior and senior high schools. Mimeographed copies of sample custodial work schedules were included in the handbook for Kentucky schools. These distinguished between "day shift" and "night shift" employees. As previously stated, other sample schedules may be found in the several manuals.

67 Brainard, op. cit., p. 37.
68 "Custodian's Handbook" (Salt Lake City, Utah: Granite School District), Section 11, pp. 2-4. (Mimeographed.)
From time to time work schedules should be checked over for possible improvements. Brainard pointed out that after a schedule has been made one should not consider the task completed, but should also strive to improve the schedule. A work schedule should be considered as a guide for the day’s work, but it should be realized that it can not always be followed. Special activities or emergency tasks may require that the schedule be altered from time to time. 70

Records and reports. Keeping accurate records and making periodic reports have been a part of the custodian’s job. Some types of information which would be needed and should be recorded were listed by Finchum as:

- jobs performed and jobs needing attention;
- quantity and cost of materials and supplies used, on hand, and needed;
- damage caused by vandalism and accidental breakage;
- requests for repairs;
- amount of fuel, water, and electricity consumed;
- maintenance needs, as discovered; and in some instances, the names of persons to whom keys have been issued. 71

Grimes recommended the following records for Iowa schools:

1. An inventory near the end of the year of janitorial and equipment supplies on hand. If a continuous inventory is kept it can be checked against the amount on hand.
2. A requisition of supplies for the coming year.
3. A record of supplies received.
4. A work schedule.
5. Service meter records. 72

The Iowa handbook included five sample forms. These were:

(1) a continuous inventory, (2) yearly inventory, (3) requisition,
(4) items received, and (5) light meter record.\textsuperscript{73}

Three sample forms are included in Brainard's handbook. Form I showed a record for custodial supplies and equipment, Form II illustrated a form to keep the cost of building maintenance, and Form III was a typical weekly meter reading report.\textsuperscript{74} Forms for requisition and maintenance supplies as used in the Los Angeles City Schools were included in an article by Schaefer in the American School and University.\textsuperscript{75} Several forms are included in the appendices of New York's Operation and Maintenance manual.\textsuperscript{76}

Most sources indicated that records should be kept to a minimum number. The administration was expected to furnish the necessary forms to the custodian and should assist him in every way possible in keeping adequate records and reports.

III. SUPPLYING AND EQUIPPING THE CUSTODIAL PROGRAM

Supplies and equipment needed. Providing needed supplies and equipment has been essential for a well-functioning custodial program.

\begin{itemize}
\item \textsuperscript{73}Ibid., pp. 14-16.
\item \textsuperscript{74}Brainard, op. cit., pp. 49-51.
\item \textsuperscript{76}School Business Management Handbook, Operation and Maintenance (Albany, New York: State Education Department, 1955), pp. 91-107.
\end{itemize}
Lists of equipment and supplies were included in some of the handbooks. One list enumerated equipment needs as follows: (1) Tools for general cleaning, (2) Tools for boiler or furnace room, (3) Tools for lawns and grounds, (4) Miscellaneous tools for repairs. A list of standard supplies was also presented. Brainard discussed in detail many of the supplies needed by the custodian and much of the equipment which should be available for his job. Grimes provided a list of tools which he said were basic to the general routine of custodial operation. Some of these were:

- One toilet auger
- One axe
- One wrecking bar
- One set of Auger Bits
- One set of wood chisels
- One electric drill
- One set files
- One funnel
- One Glass Cutter
- One set of metal drill bits
- One carpenter's brace
- One caulking gun
- One set of cold chisels
- One garden rake, 16 in.
- One sewer rod
- Two hammers, one claw and one two lb. machinist
- One hatchet
- One hoe
- Rubber Hose
- One window jack
- One putty knife
- One set of ladders of various sizes
- One hand lawn mower
- One level—spirit
- One nail set
- One set of pipe dies
- One set of pipe taps
- One jack plane
- One pliers
- One plumber plunger
- One punch
- One hack saw and blades
- One rip saw, 26 in.
- One cross-cut saw
- Screw Drivers
- One pair grass shears
- One pair pruning shears
- Two shovels, one round point and one square point, long handle


78Brainard, op. cit., pp. 52-83.

79Grimes, op. cit., pp. 11-12.

80Ibid.
The handbook for Kentucky schools included a "Custodial Tools and Equipment Inventory" form and a "Custodial Supply Inventory" form which listed the supplies and equipment a school might have.81

Providing the necessary equipment and supplies for a school system is an important responsibility. "Persons concerned with procuring supplies and equipment should be able to determine which will serve schools economically and efficiently."82

Facilities for the custodian himself. Proper planning of the school plant could be an important factor to facilitate a custodian's duties in maintenance and operation.

In planning school facilities, attention should be focused on two points important to maintenance and operations personnel: (1) their health, safety and morals; and (2) the tasks they must perform. At present, both are too often overlooked by architects and educators. 'Leftover' space in the boiler room, for example, is frequently converted into a makeshift room for plant and custodial workers.83

The spaces and areas needed by the majority of custodians were described in some detail by Grimes.84 It was pointed out that while facilities desirable for custodians may be difficult to provide in old

82Finchum, op. cit., p. 79.
84Grimes, op. cit., p. 11.
buildings, provision should be made to supply as many of them as would be possible. 85

Purchasing policies. The policies of a school system in regard to purchasing supplies and equipment are very important.

School boards should establish clear policies on purchasing procedures, and these policies should be announced to the public, to protect the school official, who is in the vulnerable position. 86

General agreement seemed to indicate that the custodian should be a part of purchasing equipment and supplies that he will use. 87

Georgia's handbook discussed policies pertaining to planning quantity purchases, taking advantage of discounts and purchasing by specification and competitive bids. 88

Gilbaugh stressed that "purchases made by the schools should be in terms of the degree to which the instructional program will be enhanced by items purchased." 89

Distribution of Supplies. Another important responsibility with

85Ibid.
89Gilbaugh, op. cit., p. 48.
regard to supplies and equipment used by a school district was the distribution of those supplies. Finchum discussed this point in some length.90

The purpose of this chapter was to provide a source for persons who might be interested in developing a handbook for school custodians. The materials used for the study were believed to be representative. An examination of the topics discussed might give an indication of the various sources which give more comprehensive treatment of materials for school custodians than other sources.

90Finchum, op. cit., pp. 86-87.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this report was to survey the literature available for the school custodian. In beginning the survey a request was mailed to the State Department of Public Instruction in each of the fifty states. The responses indicated that a relatively small number of handbooks are made available to custodians by State Departments of Education. Of the forty-one replies received, only eighteen were accompanied by materials for custodians. In all, only eleven handbooks were received; five handbooks for custodians, and six handbooks on the operation and maintenance of the school plant. Seven replies were received from State Departments of Public Instruction which included materials for custodians such as leaflets, pamphlets and folders of materials.

The correspondence from State Departments of Education tended to indicate that some larger school districts have developed handbooks to assist custodians in their work.

The literature available for use in this study was divided into four general types: (1) Handbooks, (2) Books other than handbooks, (3) Periodicals, and (4) Other materials. Each of these materials was reviewed with respect to the general contents and some attention was given to the method of reporting the information. Other than the handbooks received for the study, only a limited number of books was found
which pertain to the school custodian's task. Some periodicals publish articles for custodians more frequently than others. It was found that The Nation's Schools, the American School Board Journal, School Management, and the Educational Executive's Overview, published articles in this area more frequently than other educational periodicals. In addition to those listed, a "Custodian's Letter" is published every month, September through June, by Croft Educational Services. Other materials have been published by various institutions and agencies which aid the custodian. Bulletins have been issued from time to time by State Departments of Education, Custodial Training Schools have printed materials to distribute to participants in workshops, and other agencies and businesses have provided materials to explain the use of certain products in performing custodial duties. Materials of the type listed were available for the study and a few of those were reviewed as examples of what might be obtained.

Attention was given to the materials available for the study as they might aid in developing a handbook for school custodians. The discussion of this area was divided into three parts: (1) Developing a custodial staff, (2) Defining custodial duties and developing work schedules, and (3) Supplying and equipping the custodial program.

With regard to developing a custodial staff, the materials were discussed as they contributed to the following topics: (1) Importance of school custodians, (2) Qualifications of the school custodian, (3) Factors influencing custodial requirements, (4) Responsibilities of the school
custodian, (5) Recruitment of candidates for the job, (6) Training the custodial staff, and (7) Evaluation of custodial services.

Topics discussed with regard to the literature available on defining custodial duties and developing work schedules included: (1) Custodial duties, (2) Work-load formulas, (3) Work Schedules, and (4) Records and reports.

Concerning the supplying and equipping of the custodial program, materials were discussed under the topics: (1) Supplies and equipment needed, (2) Facilities for the custodian himself, (3) Purchasing policies, and (4) Distribution of supplies.

II. CONCLUSIONS

The following conclusions were made during the study:

1. A relatively small number of handbooks are made available to custodians by State Departments of Education.

2. Some larger school districts do provide handbooks to assist custodians in their work.

3. Some of the handbooks available have limitations. For example, some are mimeographed, some do not contain tables of contents, are not paginated, and cover a limited amount of material which might aid custodians.

4. There are not many books other than handbooks which pertain to the custodian's job.

5. A few of the periodicals available for educators publish articles for custodians more frequently than the other periodicals.
6. Many bulletins, leaflets, pamphlets, and folders of materials are made available for custodians by State Departments of Education, Custodial Training Schools, institutions, agencies, and businesses for the purpose of giving assistance to the custodians in their jobs.

RECOMMENDATIONS

The following recommendations are made as a result of this study:

1. State Departments of Education need to provide more information for school custodians. In addition they should take a more active role in setting standards of custodial requirements similar to the type which presently exist for school bus drivers. Included in this action should be a provision calling for hiring custodians by written contracts.

2. An evaluation of the material provided by individual school districts to their custodians should be made in order to determine whether the material is adequate for the needs.

3. School administrators need to use more systematic methods in securing persons for custodial positions who have the necessary skills to operate and maintain modern school buildings.

4. School policies pertaining to lines of authority, type of training expected of custodians, responsibilities and duties should be adopted and clarified so the custodian will know where he stands.

5. School custodians must expect to participate in a continuing in-service program of improvement, including an annual workshop-type training school.
6. A survey should be made of the service rendered to schools by the state-wide or area-wide custodial training schools to determine the need for this type program.

7. Handbooks for school custodians should be available for all custodians to assist them in their daily tasks.
A. BOOKS


B. PERIODICALS


"Conditions Improve for Custodial Staff," The Nation's Schools, 64:74-80, August, 1959.


Kent, Thomas B. "Basic Helps the Administration Owes the Custodial Force," The Nation's Schools, 50:106-110, October, 1952.


C. UNPUBLISHED MATERIALS


"Custodial Trades Newsletter." Emporia, Kansas: Kansas State Teachers College of Emporia, 1963. (Mimeographed.)

"Custodial Handbook." Salt Lake City, Utah: Granite School District. (Mimeographed.)


"Custodian's Workshop." Oklahoma City, Oklahoma: Oklahoma State University, 1962. (Folder of Mimeographed Materials.)

"Handbook for School Administrators and School Custodians." Dover, Delaware: Department of Public Instruction, 1963. (Mimeographed.)


"Self-Rating Scale for Custodians." Topeka, Kansas: State Department of Education. (Mimeographed.)